

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (DHEP)

**(SOUTH WALES POLICE, GWENT POLICE AND
UWTSD)**

Learner name:

Liam Jones_____

Learner's University Registration Number:

2118001_____

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP) - BMPP6001D

Workbook Guidance

Please read these notes carefully. They provide essential information. The documents you will use in developing your workbook are on the following pages.

What is the workbook for?

The purpose of this workbook is to enable learners to demonstrate and provide evidence of how they meet the learning outcomes set by the College of Policing, for the Graduate Diploma in Professional Policing Practice. You are being asked to outline your experiential learning based upon your theoretical understanding in a range of operational situations.

- Wellbeing and Resilience
- Criminal Justice
- Conducting Investigations
- Decision making and discretion
- Maintaining Professional Standards
- Leadership and Team working
- Policing the roads
- Information and Intelligence

You may wish to use the same incidents as you have outlined in the Occupational Competence Portfolio.

How should the workbook be presented?

Blank electronic copies can be found on Moodle of this workbook. You must submit this document electronically therefore it is important that you save your work regularly and upload the final typed version through Turnitin on Moodle.

Word count policy can be found in chapter 7 of the Academic Quality under section 7.7 (this applies to presenting work above and under the specified word count).

https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/agh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf

Reflective practice is a core aspect for your workbooks and although there is a variety of useful resources on Moodle, there is one particular book, that is specifically based on reflective practice in policing, here is a link to one chapter from Selina Copley's Reflective Practice for Policing Students:

https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf

How is the workbook assessed?

Advice and support about the completion of this workbook is available to you. Please contact Kelly Andrews direct using k.andrews@uwtsd.ac.uk with any questions or queries you may have.

Dates of workbook submission can be located within the General information tile within Moodle.

Once submitted your workbook will be assessed and marked independently. You will be provided with individual feedback once the work has been marked.

Confidentiality

It is important that no individual can be identified either directly or indirectly from the information in the workbook. However, you must:

- adhere to guidance in the Candidate Handbook about confidentiality.
- not identify individuals including witnesses, victims, or offenders by name.
- not write information that enables any individual to be identified indirectly through the description you provide. This includes references to names, colleagues, places (including hospitals, schools, town, villages, streets) specific incidents which were high profile and could be identified due to past publicity, other professionals or any other personal information including medical or other conditions.
- take personal responsibility for adhering to confidentiality rules.
- not include any dates of any incidents or anything that specifically identifies an actual incident.

Please be aware that any content that is deemed to be inappropriate, disrespectful, or abusive will not be tolerated. Following review of any content of this nature the information will be shared with the employer of the student responsible.

Should any health and wellbeing concerns be raised because of disclosures made by the student within this workbook, the employer of the student will be informed.

NOTE

Your workbook will be submitted electronically via Turnitin on Moodle. Guidance on this is in the Candidate Handbook.

Remember that the workbook is YOUR responsibility you must not rely on the assessor or anyone else to pick up any confidentiality breaches as this is your work and you must accept full responsibility for confidentiality. Meeting all the confidentiality requirements is particularly important.

Dyslexia and other special circumstances

If you have any condition that you feel may affect your ability to deal with any part of the programme, please see the Candidate Handbook for further guidance. The University has a Student Services Unit that may be able to help but ***it is the learner's individual responsibility to contact them.***

Competency Based Workbook 2 - Learner Workbook

Guidance:

- Your workbook must contain items 1 - 5 below (in the order given).
- You should use the pro-forma to insert your text within each section.
- Note that this module has 2 components with each weighted at 50% of the overall 100% marks total.
- You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a Word Doc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file, or a Microsoft publisher file as Turnitin will not be able to assess them, despite you being able to upload them.

Contents

Component 1 50%	Area of Professional Practice	Word count
Task 1	Vulnerability and Risk Evidence-based policing	2000
Task 2	CHOOSE ONLY 1 OF THESE 'ADVANCED LEARNING AREA' OPTIONS. IT SHOULD BE ONE THAT HAS BEEN AGREED WITH THE FORCE TO STUDY IN YEAR 2.	All options are 2000 words
Task 2		2000
Option 1	Response Policing	
Option 2	Policing Communities	
Option 3	Road Policing	
Option 4	Information and Intelligence	
Option 5	Conducting Investigations	
	Bibliography	

Task 1

Relevant areas of the National Policing Curriculum: Vulnerability and Risk, Evidence-based policing

You must choose **a policing incident** in which you played a significant role with a victim of crime or anti-social behaviour and reflect on what happened.

Give a brief description of the incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Critically evaluate the appropriateness of different approaches (by professionals and the police) in supporting or managing vulnerable people or people at risk of harm.

Explore what works in relation to tackling repeat victimisation and repeat offending. Consider the use of evidence-based policing.

2000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Intro

A victim is defined by the Code of Practice for Victims of Crime, also known as The Victim's Code, as a person who has suffered harm, including physical, mental or emotional, or economic loss directly caused by a criminal offence, or a close relative of a person whose death was directly caused by a criminal offence (CPS, 2021 (1)). The Code further states victims have several mandatory rights which must be delivered by several criminal justice agencies, including the Police and the Crown Prosecution Service (CPS), and failure to do so may result in a complaint and the payment of financial compensation (CPS, 2021 (2)). Supporting victims is paramount, but furthermore if the victim has been identified as vulnerable or intimidated.

Below, I will describe a racially aggravated public order offence against vulnerable and repeated victims I recently investigated and identify my actions in managing effectively those deemed vulnerable, evaluate my approach used, and conclusively explore the possibility of succeeding in tackling victimisation.

Main

I attended a report from a father and his two fourteen-year-old sons stating they had been racially abused. All three victims were Syrian and reported whilst waiting outside school grounds, all three of them heard teenage pupils shout and swear at them, and use hostile words associated to their race. I identified a racially aggravated public order offence had occurred. This is an offence under Section 31 of the Crime and Disorder Act 1998, but Section 28(1) of the same Act defines an offence is racially or religiously aggravated if; a) at the time of committing the offence, or immediately before or after doing so, the offender demonstrates towards the victim of the offence hostility based on the victim's membership (or presumed membership) of a racial or religious group; or (b) the offence is motivated (wholly or partly) by hostility towards members of a racial or religious group based on their membership of that group. Section 28(4) further clarifies racial group as a group of persons defined by reference to race, colour, nationality (including citizenship) or ethnic or national origins (PNLD, 2019). I identified the victims are vulnerable in accordance with the Section 16 of YJCEA 1999, but also realised they fell under Section 17 as they were suffering from fear or distress in relation to testifying in the possible subsequent case.

Vulnerable or intimidated witnesses are defined by the Youth Justice and Criminal Evidence Act (YJCEA) 1999. Section 16 defines a vulnerable witness as a child witnesses (under 18 years of age), and any witness whose quality of evidence is likely to be diminished because they are: suffering from a mental disorder (as amended and defined by the Mental Health Act 2007), have a significant impairment of intelligence and social functioning, or have a physical disability or suffering from a physical disorder. Section 17 of the Act defines an intimidated witness as: those suffering from fear or distress in relation to testifying in the case, complainants in sexual offence cases (unless they wish to opt out), and witnesses to certain offences involving guns and knives (unless they wish to opt again, also (CPS, 2022).

The Victim's Code includes enhanced rights to provide additional support for victims who are assessed as: vulnerable or intimidated, persistently targeted, or victims of the most serious crime (CoP, 2021). Code further acknowledges such victims and witnesses are eligible for Enhanced Rights, as they are more likely to require specialised assistance. Such specialised support may include being offered a

referral to a specialist support service, being contacted sooner following key decisions, and having access to Special Measures (Ministry of Justice, 2020). As said previously, The Code contains rights which must be delivered to the victim and witnesses. There are 12 Rights in total, and Right 1: To be able to understand and be understood, and Right 4: To be referred to services that support victims and have services and support tailored to your needs, are particularly affected by enhanced rights. As a result, I understood steps needed to be taken in accordance with national guidelines and to achieve the best evidence possible.

In 2002, The Ministry of Justice produced its first documental guidance “Achieving Best Evidence in Criminal Proceedings: Guidance on Interviewing Victims and Witnesses, and Guidance on Using Special Measures”, with the fourth and latest edition being published in 2020. Generally termed “ABE”, it provides guidance on interviewing victims, witnesses, and the use of special measures. It covers the interview process for child and adult victims and witnesses during a criminal investigation, the pre-trial preparation process, and the support available to witnesses in court. ABE ultimately promotes a strong victim-centred and trauma-informed approach (Ministry of Justice, 2022).

The need to correctly identify the offence, potential risks to and effects on the victims, and the requirement to investigate as productively as possible, was magnified by the fact the incident was a Hate Crime. The Police and CPS agreed it's definition as any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice, based on a person's disability or perceived disability; race or perceived race; or religion or perceived religion; or sexual orientation or perceived sexual orientation or transgender identity or perceived transgender identity. It further acknowledged no legal definition of hostility, so instead use the everyday understanding of the words which includes ill-will, spite, contempt, prejudice, unfriendliness, antagonism, resentment, and dislike (CPS, 2016). Such hostility was clear in this incident.

The decision was made to seek out ABE trained officers to assist taking accounts from all three victims, to interview the youth offenders, and if full admissions were made, to refer the offenders to the Blaenau Gwent and Caerphilly Youth Offending Service (CBG YOS) to facilitate an out of court multi-agency approach to educate the offenders and to prevent re-offending. The YOS works with youths aged eight to seven-teen who are at risk of, or are involved in, offending behaviour. The service

utilises staff from a wide range of local organisations, including police, probation, local authority, health, and education to prevent re-offending and prevent anti-social behaviour. The service does this through a variety of projects, such as early support (prevention), pre-court services, supervision in the community, family support, initiative projects, and the opportunity for restorative justice where the aim is for victims of youth crime to become empowered by relaying their experience and enabling youth offenders to recognise the consequences of their actions (BGCBC, 2022).

In this instance, this was an appropriate method of dealing with the offenders and supporting the vulnerable victims, with the hope they would not become repeat victims of this offence or these offenders, and that their journey through the Criminal Justice Service would be managed effectively and gain the confidence to seek assistance again if needed, especially as past research showed there is a high probability YOS could provide the service and support needed. A 2022 Her Majesty's Inspectorate of Probation inspection into Blaenau Gwent and Caerphilly YOS rated the service as being 'good' overall, as out of twelve core standards inspected, six were graded as outstanding, four as good, and only two requiring improvements (HMIoP, 2022).

A multi-agency approach, such as that from YOS, seemed understandable if different agencies are combatting the same problem. Many problems are now seen as effecting 'multi-agencies', and the same could be said regarding this incident. The victim's named the offenders, and they were already known to YOS. After taking WIBs from each victim, I then completed a Public Protection Referral (PPN), highlighting my findings so far, any concerns I have identified, and what support I believe is needed. This is another approach used by Police and other agencies to support those vulnerable or at risk of harm.

PPNs are born out of some police forces and partner agencies establishing a public protection partnership whereby 'partners can share information, assess risk, and then agree on actions. Such partnership working can facilitate information and intelligence sharing, prompt agencies to deliver a co-ordinated safety package, and prevent duplication of service delivery by different agencies (CoP, 2023). Quality PPNs can be critical to effective safeguarding, as findings from the Royal Society for Public Health (RSPH) found PPN templates police officers are using provide clear guidance and in turn, informed decision making by partner agencies. They

reported feedback from a Blaenau Gwent Family First Team, who stated, “Having this level of understanding provides us with a much deeper understanding of the situation as a whole, the impact on the child and family, and enables us to respond more efficiently and proportionally” RSPH, 2020).

Past research shows utilising ABE defined resources and utilising multi-agency collaborations have provided some evidence of effective methods of supporting vulnerable persons and persons at risk of harm or repeat victimisation. In fact, Evidence Based Policing (EBP) is one of many methods used by police forces today. EBP is based on the ideas of Professor Lawrence Sherman, who demonstrated his notion in the 1998 Police Foundation article Ideas in American Policing; Evidence Based Policing, that police practices should be based on scientific evidence on what works best, and to push accumulated research evidence into practice through community and national guidelines (Sherman, 1998). The use of PPNs have now become an evidence-based approach.

Sherman however understood EBP should not replace judgement based on experience, but instead inform and improve it. He acknowledges EBP should embrace and incorporate police experience and skills, and crucially add an objective check on questions once answered by subjective opinions (Sherman, 2013, p. 43). No easy task, as such change will undoubtedly challenge well established workplace practices. However, as entry routes into policing change to encompass education at degree level for new constables, it is clear policing aims to be recognised as a professional practice, one which requires the evolution of evidence-based knowledge and encourages the identification and implementation of innovative solutions. The introduction of academic entry into policing allows EBP to be introduced, fully integrated, and accepted as a fundamental part of policing philosophy, and will encourage the evaluation of new ideas and challenge established problems, which in turn should improve efficiency, accountability, and transparency (Pepper, I et al, 2020 (1)).

Conclusion

This incident discussed was complex and involved vulnerable victims and youth offenders. My role was governed by procedure and my actions not only instigated criminal proceedings against the offenders, but also ensured the rights and entitlements of the victims were met during the early stage of the investigation.

Identifying risk and options to best deal with are important, but there are always going to be difficulties in understanding the full effect of those measures in place. Ultimately, each example would be subjective to that person, and with there being many reasons why a person may become effected again by crime, it is reasonable to presume the cause may not always be safeguarding failures.

I have learnt procedure is in place because of past research, and I expect my use of WIB booklets, ABE interviews, PPNs, and the collaboration with YOS in this incident to provide safeguarding and results. Evidence-based policing provides a trustworthy source of dealing with incidents and has given me the confidence in the steps I took in dealing with this incident and of those I in the future. However, it is important to remember this can only be the case if the cycle of research and best practice continues, which is no easy task as the police service needs the results of evidence-led research sooner rather than later due to operational necessity. There is a place for deeper scientific analysis of some subjects, but the day-to-day running of the organisation depends upon creating an evidence-based approach invoked by all within, not just the new recruits, and must adopt EBP as a philosophy rather than a tactic, as police are under pressure to deal with a large volume of calls and adapt on a case-by-case basis (Pepper et al, 2020 (2)).

Word Count: 1988.

Task 2

This is a reminder that this TASK 2 section is an opportunity for you to answer one question which should be relevant to the “advanced learning” area that you have chosen. The advanced learning lecture that you choose to attend will assist you in answering this task.

Choose 1 of these 5 options to answer

(Note for officers who have an interest in becoming a detective and wish to specialise in this role, you MUST choose option 5)

1. Response Policing.
2. Policing Communities.
3. Road Policing.
4. Information and Intelligence.
5. Conducting Investigations.

Task 2 Option 1:

Relevant areas of the National Policing Curriculum:

Response Policing

A core part of the policing mission is to prevent crime and disorder. Domestic abuse causes both serious harm and constitutes a considerable proportion of overall crime

You should choose a domestic abuse incident that was of a complex nature, in which you played a significant role in providing a response.

Critically assess the challenges associated with a domestic abuse incident that you have attended, and the strategies developed for effective policing in such challenging situations.

2000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Task 2 Option 2:

Relevant areas of the National Policing Curriculum:

Policing Communities

Criminal justice faces ever more challenges from society. While official figures show a drop in police recorded crime in the UK the distribution of crime shows a more complex pattern with violent crime showing a rise.

In regard to community policing chose an incident that you have attended that presented a complex issue for the community, and that you played a significant role in providing a response.

Critically evaluate a range of interventions that you have employed to promote community engagement that assisted in resolving the issue.

2000 words (+/- 10%: include your actual word count at the end of each section)

Answer:

Task 2 Option 3

Relevant areas of the National Policing Curriculum:

Road Policing

The police are the lead agency for collision investigation and have the primary duty to investigate and establish the circumstances that have led to road deaths and life changing injuries.

Describe a serious collision that you attended and in which you took a significant role (e.g., initial reporting officer, scene manager, lead investigator).

Critically evaluate the evidence base that you dealt with and strategies that could be implemented to reduce the likelihood of it reoccurring.

2000 words (+/- 10%: *include your actual word count at the end of each section*)

Answer:

Task 2 Option 4

Relevant areas of the National Policing Curriculum:

Information and Intelligence

You should choose an investigation that you have been involved in **that was of a complex nature**, in which you played a significant role.

Critically analyse an investigation, that you have led, commenting on the effectiveness of the National Intelligence Model and the importance of the role played by cross border cooperation in relation to your information and intelligence.

Reference how effective information and intelligence was used within your operation, and how you used specialist intelligence tools to support your complex investigation.

2000 words (+/- 10%: *include your actual word count at the end of each section*)

Answer:

Task 2 Option 5

Relevant areas of the National Policing Curriculum:

Conducting Investigations

You should choose an investigation that you have been involved in **that was of a complex nature**, in which you played a significant role.

Critically evaluate the processes employed in a complex investigation you have been involved in, and the fast-track actions that you have utilised.

Evaluate the support you have provided to victims, witnesses, and offenders (where appropriate) during a complex investigation and reference the management of your own personal values and attitudes in relation to this.

2000 words (+/- 10%: *include your actual word count at the end of each section*)

Answer:

Intro

The complex investigation which I am going to example in this essay is that of a dwelling burglary. Dwelling burglaries are very intrusive and impactful for the victim. An official definition of the offence of burglary is provided by Crown Prosecution Service (CPS) as Section 9 Theft Act 1968 and consists of entering a building or part of a building as a trespasser with intent to commit theft, grievously bodily harm, or criminal damage; or having entered as a trespasser, steals or inflicts or attempt to inflict grievously bodily harm. A further offence of aggravated burglary under Section 10 of the same Act is committed if a person commits burglary and at the time has with them any firearm or imitation firearm, any weapon of offence, or any explosive (CPS, 2022). Such a crime can have significant psychological, emotional, and financial impact on the victim.

This essay will describe my role in the initial response to a dwelling burglary, will evaluate the processes conducted by myself in investigating the crime, identify and evaluate support I provided to the victim, whilst referencing to how my own personal values and eagerness to want to identify an offender were managed to provide a professional approach.

Main

I was tasked to investigate a dwelling burglary of a property in a busy residential street. The crime occurred overnight whilst the victim was away. The victim returned to find a glass window had been smashed, and a laptop and numerous boxed flavoured vapes had been taken. The total value of goods taken were relatively low, with the cost to repair the damaged window being the main expense, but the crime surpassed monetary impact only. The victim was understandably shocked and scared.

Dwelling burglaries are massively impactful, and their effects could be long-lasting. In addition to the cost of having to replace any goods taken or to repair damage, victims experience emotional and psychological effects.

NimbleFins is a UK based research and data analytical site that assist consumers in making rational financial decisions, and as part of their 2022 home insurance research, they conveniently analysed burglary statistics from the annual Crime Survey from England and Wales based on findings for the year ending March 2020. Along with the research returning interesting facts such as 58.3% of burglaries

occurred during darkness and 58.7% of homes were entered through the front, crucially it also provided a telling response to the effects of burglary on its victims. In 83.5% of all incidents (attempted and where entry was gained), victims reported feeling emotionally effected, ranging from anger, to fear, and even depression. Some relative facts include 58% reported feeling anger, 52% felt shocked, 40% were fearful, and 35% felt vulnerable. The research worryingly found further 34% of victims had difficulty sleeping, 29% suffered with anxiety and panic attacks as a result, 17% were reduced to crying, and 12% reported going on to suffer depression. (NimbleFins, 2022). These findings are damning and show the emotional and physical effects of such an intrusive crime. Additionally, although some time ago but ultimately still relevant, in 2016 the University of Portsmouth identified one in ten people move home following a burglary (University of Portsmouth, 2016).

Providing a sufficient investigatory response to this burglary was paramount. I wanted to provide the victim the best service I could in my role as an investigator, but too as a human being. My personal values, ethics and attitudes ensured I tried my best. I was empathetic, and realised how vulnerable we could all be, including myself. The thought of being a victim of a burglary were terrifying, and I wanted to try my best to support the victim and identify an offender. I was angry but determined, and knew I had to focus my emotions and actions into providing a positive response. I had to do things correctly and systematically. I knew if I did this, the chance of a positive outcome was far greater than if I did not.

The instigation of the Golden Hour Principle, whereby effective action can result in securing significant material that would otherwise be lost to the investigation (HMICFRS, 2023), is vitally important. The Golden Hour concept is one largely used by the medical profession and relates to a basic rule that, in cases of severe trauma, medical complications can occur if a patient is not managed appropriately and expeditiously. This same principle can be applied to the first actions taken in response to a serious crime. The benefits associated with getting the most out of initial evidence gathering and fast-tracking urgent actions are like those in the medical setting, except there are threats not only to life but also to the potential loss of evidence that can never be recouped. (Police Oracle, 2023). The College of Policing simplifies it as the term used for the period immediately after an offence has been committed, when material is readily available in high volumes to the police. Positive action in the period immediately after the report of a crime minimises the

amount of material that could be lost to the investigation and maximises the chance of securing the material that will be admissible in Court (College of Policing, 2023 (1)).

The College of Policing website provides a wealth of knowledge pertaining to investigations, and clarifies material as material of any kind, including information and objects, which is obtained in the course of an investigation and may be relevant if it appears to have any bearing on any offence under investigation., and it may be gathered from various sources, including victims, witnesses, suspects, scenes, intelligence databases, experts, and passive data such as CCTV, telephone, and banking records (College of Policing, 2023 (2)).

Of course, any Police Officer initially attending a call in an emergency will need to deal with several demands which may come first, such as preserving life or dealing with a violent offender, but in the case of investigating this burglary, the identification of lines of enquiry and possible material is important. Upon attending, I understood the importance of conducting Golden Hour enquiries and applying fast-track actions. Fast-track actions are defined by the College of Policing as any investigative actions which, if pursued immediately, are likely to establish important facts, preserve evidence or lead to the early resolution of the investigation. It notes a delay in protecting, preserving, or gathering material may result in evidence being contaminated or lost, and suggest once any immediate priorities are dealt with, a planned investigation should be conducted, with consideration for important factors such as scene management and material gathering, amongst others (College of Policing, 2023 (3)).

I immediately set about protecting the scene by ensuring the property was secured from the public and contamination by way of coning and taping off the entrance to the property from the public footway and requested CSI (Crime Scene Investigators) to attend. CSI will examine a crime scene to document and recover evidence that could potentially link the scene to a suspect or that could help to prove disprove someone's involvement in a crime. Primarily, they use a variety of methods to develop and recover physical evidence such as fingerprints, shoe prints and tool marks. They also examine scenes for the presence of bodily fluids such as blood or saliva, and recover samples from surfaces that have been handled that could be sent for DNA (Thames Valley Police, 2023).

The next task was for me to identify possible witnesses and identify any CCTV that may have captured the incident taking place. The location was a very busy residential street, with houses on both sides of the road. Also, there was a shop on the corner with visible CCTV cameras, along with Local Authority cameras situated on a lamppost at the end of the street, close to the property. The incident occurred sometime over night, after the victim left his address around 20:00 hours and before he returned around 09:00 hours the following day. Due to the time, the chance of there being witnesses to the incident may be low, especially as there were no further calls made to Police reporting the incident, but I remained optimistic and conducted house to house enquiries for the identification of witnesses and possible CCTV footage.

The result of the enquires were disappointing. There were many persons who recalled hearing voices outside sometime in the early hours, but little more. One person recalled hearing voices and witnessing three people run past his address but refused to provide a statement in fear of possible reprisals. Despite several properties having CCTV cameras facing the street, no residents were supportive, stating they were either not working or just dummy cameras. I began to feel an air of reluctance, with many residents fearing reprisals or backlash from supporting police action. The neighbourhood is small, and in general, there is a struggle to get supporting evidence or testimony from witnesses. To compound the disappointment further, the shop CCTV and the Local Authority CCTV cameras were not working either. I began to feel subdued but understood the amount of material generated by a criminal investigation depends on several factors such as whether a crime is spontaneous or planned, the offender's criminal experience, and the number of people who know the offender or victim. Likewise, it is not always possible to collect all material generated by the offence as some physical evidence may be lost or destroyed, witnesses may not be traceable, and material is only known to the offender, who does not reveal it to others (College of Policing, 2023 (4)).

This incident re-iterated to me the old Peelian principle that policing in the UK is grounded in the principle of 'policing with consent'. Derived in 1829 from the UK Home Secretary Robert Peel's 9 Policing Principles in the creation of the Metropolitan Police Act in 1829, and set out in the 'General Instructions' given to every new police officer in the Metropolitan Police from that year, the principles refers to the power of the police coming from common consent of an individual, with

notable police historian Charles Reith describing it in his 1956 'New Study of Police History' as a philosophy of policing "unique in history and throughout the world because it derived not from fear but almost exclusively from public co-operation with the police, induced by them designedly by behaviour which secures and maintains for them the approval, respect and affection of the public" (Home Office, 2012). Simply put, policing with consent is rooted in the belief for policing to be effective, there must be a broad public support for a police service's actions (London.gov.uk, 2023). The old principle born in 1829 is still prevalent today and may have impacted my investigation as I believe the lack of support was a result of both fear of reprisals and dis-affection for the police.

My attention turned again to the victim. I not only supported the victim by way of initially investigating the incident but by also safeguarding, through providing awareness and target hardening his home. I advised him to install CCTV and alarms, and asked the local Neighbourhood Policing Team to provide the victim and his neighbours with 'We Don't Buy Crime' packs containing a UV pen to mark their goods with invisible ink only viewable by forensic technology, signs to display on their home warning they are security protected, and pamphlets with further safeguarding advice. This was an important step in helping the victim and the community feel safe, especially as it is considered offenders tend to return to a property or area where they have already committed a crime, and it is less likely offenders will target a well secured property or one displaying signs. Furthermore, the UV marking makes it easier for police to connect offenders with a crime and secure a conviction, and return property to its rightful owner. (Gwent Police, 2023).

Conclusion

I remained hopeful CSI would identify evidence that could possibly identify an offender, but I learnt later that it was un-successful. I feel I conducted my role as the initial responder and one of the investigators in the incident to the best of my abilities and remained hopeful my Golden Hour actions would yield the identification of an offender. There is still hope, as the incident was passed to Gwent Police's Proactive Policing Team due to there being a spate of burglaries in a short space of time.

Golden Hour enquiries are set out to provide the best chance of an outcome, and by nurturing my own personal values into understanding that ethos, I believed I

provided an effective response to a complex investigation which required an array of thought, decision making, teamwork, and also the critical understanding of the Peelian principle of requiring the consent, and ultimately the support, of the public.

Word Count: 2130

Authentication signature:

Please sign to confirm that the work submitted is your own and has not been copied from another:

Signed: Liam JONES

Date:

05/05/2023

Bibliography

The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.